

STUDENT LEARNING OBJECTIVE – TEACHER

Content Area: French 2

Grade Level: 10

Objective Statement:

Students will demonstrate proficiency in reading, writing, and speaking basic French, including knowledge of vocabulary (related to travel, school, emotions, food, the workplace, sports/hobbies, and the family), the ability to conjugate regular and irregular verbs in the past, present, and future tenses, and knowledge of the geography and culture of the French-speaking world.

Rationale:

This is the highest level of World Language required by the district. Therefore, if students do not pursue further study of the language but meet this objective, they will have a solid foundation in basic French. If they choose to continue their studies, students will be prepared to access the broader vocabulary, more nuanced grammar, and increased attention to elocution and reading comprehension in upper-level French.

Aligned Standards:

American Council on the Teaching of Foreign Languages (ACTFL) – National Standards for Foreign Language Education:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 4.1: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Students:

This objective applies to my 48 French 2 students.

Interval of Instruction:

The interval of instruction is SY2012-2013

Baseline Data:

I reviewed French 1 data on my incoming students and spoke with the French 1 teachers about their strengths and weaknesses, both as a group and individually. In doing so, I determined that I have three distinct groups of French 2 students. All 48 students passed French 1. However,

approximately 25% of them (11/48) passed with a D, D+, C, or C-, indicating that they may be entering the course with a weak grasp of some foundational skills (Group 1). Approximately 60% of students (30/48) passed French 1 with a C+, B-, B, or B+, indicating that they are adequately prepared to access the French 2 curriculum (Group 2). Finally, approximately 15% of students (7/48) passed French 1 with an A- or an A. These students are highly prepared to access the French 2 curriculum (Group 3).

To confirm my understandings of students' preparedness, I administered a pre-test on French 1 content. After the summer break, a few students appear to need a bit of review in order to get back to the level of proficiency they demonstrated at the end of French 1. Based on these two measures, I created the following groupings:

Group 1 (in need of some remediation) = 13

Group 2 (adequately prepared) = 31

Group 3 (highly prepared/possibly in need of some enrichment) = 4

Target(s):

1. All students (48/48) will pass the final exam with a 65% or better.
 - a. Half of the students in Group 1 (at least 7/13) will pass the final with a score of 75% or better.
 - b. Half of the students in Group 2 (at least 16/31) will pass the final with a score of 85% or better.
 - c. Half of the students in Group 3 (at least 2/4) will pass the final with a score of 90% or better.
2. All students (48/48) will pass the oral exam with a 3 or better on the World Language Department Oral Expression rubric.
 - a. Half of the students in Group 2 (16/31) will pass the oral exam with a score of 4 or better.
 - b. All of the students in Group 3 (4/4) will pass the oral exam with a score of 4 or better.

Rationale for Target(s):

These targets reflect students' differing baselines/levels of preparedness entering the course. They are slightly higher, overall, than the groupings created at the beginning of the interval of instruction.

Evidence Source(s):

The French 2 final exam was created by the two French 2 teachers and approved by the Department Head. It includes two components:

- 1) Test: Students will complete multiple choice, fill-in-the-blank, and short answer questions measuring reading comprehension, vocabulary, and conjugation/agreement in multiple tenses.

- 2) Composition: Students will write an on-demand, 200-word composition in French. Compositions will include original accurate statements and questions, correct word order, accurate use of the present tense, and mostly accurate use of either the past or future tense. Students will not have access to the composition topic before the exam, though they will be able to choose from a number of familiar content themes.

In addition, we created an oral exam to measure students' ability to comprehend spoken French and produce appropriate responses to questions in French.

- 3) Oral Exam: Students will complete a 5-minute interview (understanding and answering questions) in French on one of 3 pre-selected topics. the present and past tenses on one of 3 potential topics with enough accuracy to earn a score of 3 on the World Language Department Oral Expression rubric.

Administration:

The oral exams will take place the week before the final exam period. The test and composition will be administered at the same time during the final exam period. All three will be administered by the classroom teacher.

Scoring:

The rubric for the oral exam was developed in collaboration with the other French teacher and our Department Chair. I will administer and score most oral exams myself, though I will schedule my Department Chair to sit in on and double-score approximately 10% and the other French 2 teacher to sit in on and double-score approximately 10%.

The other French 2 teacher and I will score the tests and compositions from all French 2 classes. To grade the compositions, we will use the World Language Department Level 2 writing rubric, which includes vocabulary, tense, subject-verb agreement, spelling, level of detail, etc.